From: Marc Robert Stein
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The Organization of American (OAH) Historians Committee on the Status of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Historians and Histories strongly and enthusiastically endorses "Making the Framework FAIR: California History-Social Science Framework Proposed LGBT Revisions Related to the FAIR Education Act." This high-quality report was produced by the Committee on Lesbian, Gay, Bisexual, and Transgender History, an affiliated society of the American Historical Association with more than 300 members. The report features the work of three primary authors (Don Romesburg, Leila J. Rupp, and David M. Donahue) and seventeen other experts in LGBTQ history, many of whom are members of the OAH and two of whom are members of our committee.

California's FAIR Education Act requires the state's primary and secondary schools to teach their students about the history of LGBT people and people with disabilities. In other words, the legislation requires the public schools to stop mis-educating students by ignoring the roles, contributions, and histories of LGBT people and people with disabilities. Educational excellence will be impossible to achieve if these new commitments are not taken seriously.

"Making the Framework FAIR" offers a strong, clear, and well-developed set of practical recommendations for implementing the FAIR Education Act. Instead of proposing to meet the statutory requirements in minimal and superficial ways, the report sets a higher standard. It is based on four decades of rigorous scholarship on LGBT history and the wisdom of a large number of educators who have introduced students to LGBT history in primary, secondary, and postsecondary classrooms.

The report convincingly demonstrates that major topics in U.S. history are best understood and appreciated if LGBT history is included and incorporated. These topics include the history of cultural encounters in the colonial period, western expansion in the eighteenth and nineteenth centuries, separate spheres for men and women in the Victorian era, and the rise of science and medicine in the late nineteenth and early twentieth centuries. The report then emphasizes the importance of LGBT inclusion in the ways we teach our students about social reform in the Progressive and New Deal eras, military mobilization in World Wars One and Two, Cold War politics and culture, urbanization and suburbanization, social movements before, during, and after the 1960s, the New Right and Reagan Revolution in the post-1960s era, AIDS in the 1980s, the Supreme Court's "rights revolution" in the decades after *Brown v. Board of Education*, and family diversity across the nineteenth, twentieth, and twenty-first centuries.

While the recommendations highlight the importance of teaching our students about the emergence

and development of LGBT identities, communities, and movements in the late nineteenth and twentieth centuries, they also emphasize that incorporating LGBT history into the primary and secondary school curriculum has the potential to broaden and deepen the educational system's commitment to teaching our students about key concepts such as democracy, freedom, liberty, equality, and justice.

For these and many other reasons, we strongly encourage California's Department of Education to accept and adopt the recommendations outlined in "Making the Framework Fair."

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